



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 10261194  
SAU: Brunswick School Department  
School: Longfellow School-Brunswick

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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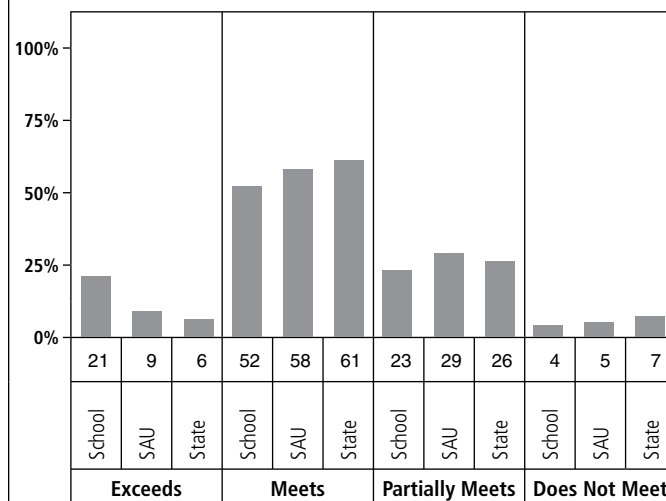
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: Brunswick School Department  
School: Longfellow School-Brunswick

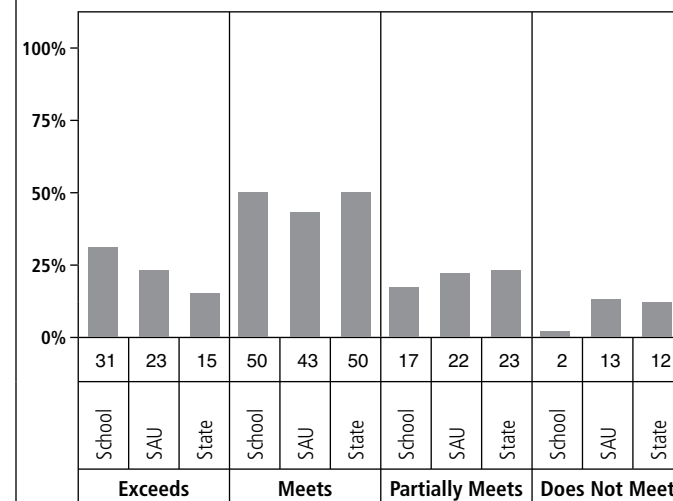
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	549	544	544
2007–2008	550	547	545
<b>2008–2009</b>	<b>551</b>	<b>547</b>	<b>546</b>
Cum. Avg.*	550	546	545
<b>Mathematics</b>			
2006–2007	552	546	546
2007–2008	548	547	546
<b>2008–2009</b>	<b>554</b>	<b>548</b>	<b>547</b>
Cum. Avg.*	551	547	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>549</b>	<b>545</b>	<b>543</b>

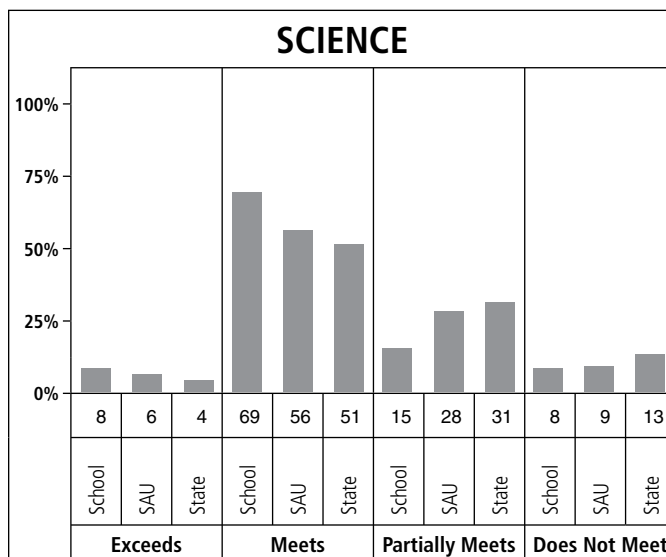
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Longfellow School-Brunswick

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n %		n %		n %		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	53	100	215	100	14212	100	53	100	213	99	14135	100	53	100	213	99	14144	100	53	100	213	99	14137	100
<b>Ethnicity</b> African American/Black	0	0	10	5	397	3	0	0	9	90	388	98	0	0	9	90	393	99	0	0	9	90	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	2	4	10	5	259	2	2	100	10	100	253	98	2	100	10	100	258	100	2	100	10	100	257	99
Hispanic	2	4	8	4	175	1	2	100	7	88	172	99	2	100	7	88	172	99	2	100	7	88	173	99
Caucasian/White	49	92	187	87	13271	93	49	100	187	100	13212	100	49	100	187	100	13211	100	49	100	187	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	8	15	35	16	2479	17	8	100	35	100	2454	100	8	100	35	100	2455	100	8	100	35	100	2451	99
<b>Current LEP</b>	1	2	3	1	374	3	1	100	3	100	359	96	1	100	3	100	370	99	1	100	3	100	366	98
<b>Economically disadvantaged</b>	13	25	70	33	5848	41	13	100	69	99	5815	100	13	100	69	99	5819	100	13	100	69	99	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	38	72	168	78	10849	76	36	68	171	80	10872	76	37	70	173	80	10976	77
Identified disability (PET/IEP)	0	0	3	2	298	3	0	0	5	3	307	3	0	0	5	3	338	3
LEP	0	0	0	0	170	2	0	0	1	1	169	2	0	0	1	1	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
<b>Participation with accommodations</b>	14	26	41	19	3122	22	16	30	38	18	3124	22	15	28	36	17	3019	21
Identified disability (PET/IEP)	7	50	28	68	1992	64	7	44	26	68	2000	64	7	47	26	72	1971	65
LEP	1	7	3	7	184	6	1	6	2	5	196	6	1	7	2	6	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	7	50	11	27	907	29	9	56	11	29	886	28	8	53	9	25	826	27
<b>Participation through alternate assessment (PAAP)</b>	1	2	4	2	164	1	1	2	4	2	148	1	1	2	4	2	142	1
Identified disability (PET/IEP)	1	100	4	100	164	100	1	100	4	100	148	100	1	100	4	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	2	1	58	0	0	0	2	1	49	0	0	0	2	1	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Brunswick School Department  
School: Longfellow School-Brunswick

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	6	9	10	4	702	5
	2007-2008	12	17	20	8	659	5
	<b>2008-2009</b>	<b>11</b>	<b>21</b>	<b>18</b>	<b>9</b>	<b>836</b>	<b>6</b>
	Cum. Total*	29	15	48	7	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	46	70	133	55	7730	55
	2007-2008	41	58	153	62	8195	58
	<b>2008-2009</b>	<b>27</b>	<b>52</b>	<b>121</b>	<b>58</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	114	60	407	59	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	12	18	67	28	4182	30
	2007-2008	13	18	50	20	3800	27
	<b>2008-2009</b>	<b>12</b>	<b>23</b>	<b>60</b>	<b>29</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	37	20	177	25	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	2	3	31	13	1419	10
	2007-2008	5	7	22	9	1362	10
	<b>2008-2009</b>	<b>2</b>	<b>4</b>	<b>10</b>	<b>5</b>	<b>973</b>	<b>7</b>
	Cum. Total*	9	5	63	9	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>48</b>	<b>100</b>	33.5	69.8	31.3	65.2	30.8	64.2
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>24</b>	<b>50</b>	16.5	68.8	15.1	62.9	15.0	62.5
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>24</b>	<b>50</b>	17.1	71.3	16.2	67.5	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Longfellow School-Brunswick

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	11	21	27	52	12	23	2	4	551	209	9	58	29	5	547	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										9	0	33	67	0	543	381	2	44	31	23	540
American Indian or Native Alaskan	0										0					110	0	48	38	14	541	
Asian or Pacific Islander	2										10	30	60	10	0	553	252	11	58	21	11	547
Hispanic	2										7	0	71	14	14	545	166	4	54	32	10	543
Caucasian/White	48	9	19	26	54	12	25	1	2	550	183	8	58	28	5	547	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	4	57	1	14	2	29	541	31	0	23	48	29	536	2290	0	29	47	23	537
No	45	11	24	23	51	11	24	0	0	552	178	10	64	25	1	549	11681	7	67	22	4	548
Current LEP																						
Yes	1										3						354	1	35	34	30	538
No	51	11	22	27	53	12	24	1	2	551	206	9	58	29	4	547	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	12	1	8	4	33	6	50	1	8	543	66	2	42	52	5	542	5716	2	51	35	12	542
No	40	10	25	23	58	6	15	1	3	553	143	12	65	18	5	549	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	52	11	21	27	52	12	23	2	4	551	209	9	58	29	5	547	13963	6	61	26	7	546
Gender																						
Female	27	8	30	8	30	10	37	1	4	551	115	10	57	27	5	547	6882	8	62	24	6	547
Male	25	3	12	19	76	2	8	1	4	551	94	6	59	31	4	547	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										3						1914	1	41	44	14	540
No	50	11	22	27	54	10	20	2	4	551	206	9	59	28	5	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	52	11	21	27	52	12	23	2	4	551	209	9	58	29	5	547	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Longfellow School-Brunswick

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										3	0	50	50	0	543	4	2	40	34	24	540
B. less than one hour	67	8	23	19	54	8	23	0	0	552	67	11	59	27	4	548	70	6	63	26	6	546
C. one to two hours	31	3	19	8	50	4	25	1	6	550	28	5	59	33	3	547	24	7	61	26	6	546
D. more than two hours	2	0	0	0	0	0	0	1	100	520	3	0	33	17	50	535	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	40	6	29	12	57	3	14	0	0	554	38	15	68	14	4	550	36	10	67	18	5	549
B. good	50	5	19	11	42	8	31	2	8	548	44	7	58	31	4	546	47	5	62	27	6	546
C. fair	10	0	0	4	80	1	20	0	0	549	17	0	37	54	9	541	15	2	47	40	12	541
D. poor	0										1	0	33	67	0	541	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	31	5	31	8	50	3	19	0	0	555	26	15	59	24	2	550	31	9	65	20	5	548
B. They match some of what I have learned.	48	5	20	13	52	5	20	2	8	549	57	8	60	27	5	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	15	1	13	4	50	3	38	0	0	549	14	4	43	46	7	543	10	3	45	38	14	542
D. There is no match.	6	0	0	2	67	1	33	0	0	547	4	0	63	25	13	543	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	25	2	15	7	54	2	15	2	15	549	17	9	43	40	9	545	16	3	49	32	15	542
B. about the same as my regular schoolwork	58	9	30	14	47	7	23	0	0	554	60	10	58	29	3	548	64	7	63	25	5	547
C. easier than my regular schoolwork	17	0	0	6	67	3	33	0	0	544	23	4	69	20	6	546	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	1	25	1	25	2	50	536	10	0	20	55	25	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	44	5	22	13	57	5	22	0	0	551	50	6	59	33	3	546	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	48	6	24	13	52	6	24	0	0	553	40	14	65	18	2	550	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	31	3	19	10	63	3	19	0	0	553	25	9	70	15	6	549	20	10	64	21	5	548
B. 20 minutes to an hour	60	8	26	14	45	7	23	2	6	551	57	11	58	28	3	548	56	7	65	24	5	547
C. less than 20 minutes	6	0	0	2	67	1	33	0	0	545	9	0	42	58	0	542	10	3	52	33	12	543
D. I rarely read at home.	4	0	0	1	50	1	50	0	0	543	8	0	41	41	18	539	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	18	0	0	6	67	2	22	1	11	544	21	0	53	40	7	542	25	3	53	33	11	543
B. six to ten pages	20	3	30	5	50	2	20	0	0	554	24	6	58	29	6	547	26	6	61	26	7	546
C. eleven or more pages	63	8	25	15	47	8	25	1	3	552	55	12	59	26	4	548	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	83	2	40	3	60	0	0	0	0	560	78	29	43	29	0	553						
B.	17	0	0	1	100	0	0	0	0	546	22	0	50	50	0	539						
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Brunswick School Department  
School: Longfellow School-Brunswick

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	13	20	29	12	1711	12
	2007-2008	12	17	32	13	1617	12
	<b>2008-2009</b>	<b>16</b>	<b>31</b>	<b>48</b>	<b>23</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	41	22	109	16	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	39	59	131	54	6778	48
	2007-2008	35	49	137	56	7284	52
	<b>2008-2009</b>	<b>26</b>	<b>50</b>	<b>89</b>	<b>43</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	100	53	357	51	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	11	17	50	21	3884	28
	2007-2008	15	21	46	19	3341	24
	<b>2008-2009</b>	<b>9</b>	<b>17</b>	<b>45</b>	<b>22</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	35	19	141	20	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	3	5	31	13	1683	12
	2007-2008	9	13	30	12	1778	13
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>27</b>	<b>13</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	13	7	88	13	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	29.9	62.3	26.3	54.8	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	11.2	62.2	9.8	54.4	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	5.9	59.0	5.6	56.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	6.0	60.0	5.2	52.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	6.8	68.0	5.7	57.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Longfellow School-Brunswick

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	52	16	31	26	50	9	17	1	2	554	209	23	43	22	13	548	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	0										9	22	11	0	67	535	385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	2										10	40	20	30	10	552	257	19	50	20	12	548
Hispanic	2										7	29	43	14	14	551	166	9	43	31	17	543
Caucasian/White	48	14	29	25	52	8	17	1	2	554	183	22	45	22	10	548	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	4	57	3	43	0	0	544	31	3	13	35	48	531	2307	3	32	32	33	536
No	45	16	36	22	49	6	13	1	2	555	178	26	48	19	7	551	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	1										3						365	5	33	30	32	536
No	51	16	31	26	51	8	16	1	2	554	206	23	43	21	13	548	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	12	1	8	6	50	4	33	1	8	543	66	9	42	26	23	542	5731	7	46	29	18	542
No	40	15	38	20	50	5	13	0	0	557	143	29	43	20	8	551	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	52	16	31	26	50	9	17	1	2	554	209	23	43	22	13	548	13988	15	50	23	12	547
<b>Gender</b>																						
Female	27	8	30	12	44	6	22	1	4	551	115	18	44	24	13	547	6889	14	51	23	12	546
Male	25	8	32	14	56	3	12	0	0	557	94	29	40	18	13	550	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										3						1918	3	39	36	22	539
No	50	16	32	24	48	9	18	1	2	554	206	23	42	21	13	548	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	0										0						450	64	34	2	0	564
No	52	16	31	26	50	9	17	1	2	554	209	23	43	22	13	548	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Longfellow School-Brunswick

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										3	17	33	0	50	539	4	8	38	26	28	539
B. less than one hour	67	10	29	19	54	6	17	0	0	554	67	24	44	22	10	549	70	15	52	23	10	547
C. one to two hours	31	6	38	7	44	2	13	1	6	554	28	22	43	21	14	548	24	15	51	23	11	547
D. more than two hours	2	0	0	0	0	1	100	0	0	532	3	17	17	33	33	532	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	46	12	50	8	33	3	13	1	4	559	33	38	41	13	7	554	34	28	50	14	8	552
B. good	40	4	19	14	67	3	14	0	0	551	48	18	43	24	14	547	45	11	54	24	10	546
C. fair	13	0	0	4	57	3	43	0	0	543	18	6	47	31	17	542	18	3	45	33	19	540
D. poor	0										1	0	0	0	100	524	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	40	10	48	9	43	1	5	1	5	558	32	42	46	6	6	556	38	22	52	19	7	550
B. They match some of what I have learned.	40	4	19	14	67	3	14	0	0	552	51	15	48	25	11	546	48	12	53	24	11	546
C. They match just a little of what I have learned.	17	2	22	3	33	4	44	0	0	550	16	12	21	38	29	539	11	6	40	30	24	540
D. There is no match.	2	0	0	0	0	1	100	0	0	534	1	0	0	50	50	530	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	25	2	15	5	38	6	46	0	0	548	24	16	28	34	22	542	17	7	42	30	21	540
B. about the same as my regular schoolwork	60	11	35	17	55	2	6	1	3	556	62	25	47	19	9	550	64	15	53	23	10	547
C. easier than my regular schoolwork	15	3	38	4	50	1	13	0	0	558	14	24	52	14	10	549	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	1	50	1	50	0	0	545	10	14	43	24	19	543	7	6	39	27	27	539
B. 30–45 minutes	42	7	32	11	50	3	14	1	5	553	33	20	39	25	16	546	28	9	49	28	15	544
C. 45–60 minutes	46	7	29	12	50	5	21	0	0	554	46	27	49	22	2	552	41	17	53	21	9	548
D. more than 60 minutes	8	2	50	2	50	0	0	0	0	562	11	23	23	9	45	541	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	2	100	0	0	0	0	553	4	33	44	11	11	552	6	14	43	24	20	543
B. two or three days a week	2	0	0	0	0	1	100	0	0	534	8	19	31	25	25	545	24	17	52	21	10	548
C. two or three times each month	17	1	11	5	56	3	33	0	0	549	22	22	43	24	11	549	33	17	52	21	9	548
D. never or almost never	77	15	38	19	48	5	13	1	3	556	66	23	43	21	12	548	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	35	6	33	8	44	4	22	0	0	556	24	22	36	32	10	548	23	13	47	26	15	545
B. two or three days a week	21	3	27	6	55	2	18	0	0	556	21	19	37	28	16	546	31	17	52	21	10	548
C. two or three times each month	21	2	18	6	55	2	18	1	9	549	30	24	44	21	11	549	27	17	52	21	10	548
D. never or almost never	23	5	42	6	50	1	8	0	0	554	25	27	50	8	15	548	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	83	3	60	2	40	0	0	0	0	564	78	43	43	0	14	556						
B.	17	0	0	1	100	0	0	0	0	554	22	0	50	0	50	540						
C.	0										0											
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Brunswick School Department  
School: Longfellow School-Brunswick

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	4	8	13	6	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	36	69	118	56	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	8	15	59	28	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	4	8	19	9	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	32.7	68.1	30.3	63.1	29.2	60.8
<b>D. The Physical Setting</b>	24	50	14.6	60.8	13.7	57.1	12.9	53.8
<b>E. The Living Environment</b>	24	50	18.1	75.4	16.6	69.2	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Longfellow School-Brunswick

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	4	8	36	69	8	15	4	8	549	209	6	56	28	9	545	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										9	0	56	22	22	538	382	2	31	32	35	535
American Indian or Native Alaskan	0										0					110	3	36	35	26	538	
Asian or Pacific Islander	2										10	30	20	50	0	547	256	5	51	27	17	542
Hispanic	2										7	0	71	0	29	539	167	1	40	37	22	539
Caucasian/White	48	3	6	34	71	8	17	3	6	550	183	5	58	28	8	546	13080	5	52	31	12	544
Not Reported	0										0					0						
Identified disability																						
Yes	7	0	0	4	57	2	29	1	14	540	31	3	26	42	29	536	2309	2	29	39	29	536
No	45	4	9	32	71	6	13	3	7	551	178	7	62	26	6	547	11686	5	56	30	10	545
Current LEP																						
Yes	1										3						361	1	23	32	44	533
No	51	4	8	36	71	8	16	3	6	550	206	6	57	28	9	545	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	12	1	8	5	42	2	17	4	33	538	66	3	39	41	17	539	5729	2	42	37	20	539
No	40	3	8	31	78	6	15	0	0	553	143	8	64	22	6	548	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	52	4	8	36	69	8	15	4	8	549	209	6	56	28	9	545	13987	4	51	31	13	543
Gender																						
Female	27	2	7	17	63	6	22	2	7	548	115	5	57	29	9	544	6886	4	49	33	14	542
Male	25	2	8	19	76	2	8	2	8	551	94	7	55	28	10	546	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										3						1917	1	31	41	28	536
No	50	4	8	35	70	7	14	4	8	550	206	6	57	28	9	545	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	52	4	8	36	69	8	15	4	8	549	209	6	56	28	9	545	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Longfellow School-Brunswick

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										3	0	67	17	17	543	4	2	37	35	25	538
B. less than one hour	67	2	6	25	71	7	20	1	3	550	67	6	56	29	9	546	70	4	53	31	12	544
C. one to two hours	31	2	13	11	69	1	6	2	13	549	28	7	59	26	9	546	24	5	51	31	12	544
D. more than two hours	2	0	0	0	0	0	0	1	100	510	3	0	33	50	17	534	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	38	2	10	17	85	0	0	1	5	554	29	7	66	21	7	547	26	7	56	26	11	545
B. good	56	2	7	18	62	7	24	2	7	547	56	7	59	28	6	546	53	4	53	31	11	544
C. fair	6	0	0	1	33	1	33	1	33	538	13	4	30	41	26	538	18	2	41	39	17	540
D. poor	0										2	0	20	60	20	536	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	21	1	9	9	82	1	9	0	0	551	20	2	57	29	12	542	23	5	56	28	11	544
B. They match some of what I have learned.	42	2	9	15	68	3	14	2	9	549	47	9	56	28	7	546	48	5	52	31	12	544
C. They match just a little of what I have learned.	27	1	7	8	57	4	29	1	7	547	26	5	53	31	11	545	23	4	49	33	14	543
D. There is no match.	10	0	0	4	80	0	0	1	20	551	7	0	71	21	7	548	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	20	0	0	8	80	1	10	1	10	551	26	9	61	20	9	547	23	5	48	31	16	543
B. about the same as my regular schoolwork	47	3	13	13	54	6	25	2	8	548	50	5	55	31	10	544	58	4	52	32	12	543
C. easier than my regular schoolwork	33	1	6	14	82	1	6	1	6	550	24	6	54	32	8	545	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	8	0	0	4	100	0	0	0	0	551	33	9	58	28	6	546	33	5	51	31	14	543
B. a few times a week	40	3	14	11	52	4	19	3	14	548	32	6	48	33	12	544	45	4	52	32	11	544
C. once a week	19	1	10	7	70	2	20	0	0	551	16	9	62	21	9	546	8	4	50	30	16	542
D. a few times a month	33	0	0	14	82	2	12	1	6	550	19	0	64	28	8	546	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	12	0	0	5	83	1	17	0	0	546	23	6	53	28	13	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	42	1	5	15	68	3	14	3	14	547	28	2	54	33	11	543	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	15	2	25	5	63	1	13	0	0	557	24	8	57	27	8	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	31	1	6	11	69	3	19	1	6	549	26	7	63	24	6	547	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	27	3	21	6	43	4	29	1	7	548	43	9	52	30	9	545	47	4	51	32	12	543
B. a few times a month	31	1	6	9	56	3	19	3	19	546	25	4	56	33	8	545	27	5	54	30	11	544
C. once a month	17	0	0	9	100	0	0	0	0	553	13	4	67	11	19	546	10	5	49	30	15	543
D. never or almost never	25	0	0	12	92	1	8	0	0	552	19	5	59	31	5	546	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	25	1	8	7	54	4	31	1	8	546	40	7	48	39	6	544	46	4	52	32	12	543
B. a few times a month	39	2	10	13	65	3	15	2	10	548	33	4	59	25	12	545	28	5	53	30	12	544
C. once a month	18	0	0	9	100	0	0	0	0	553	11	0	64	23	14	544	11	4	47	34	15	542
D. never or almost never	18	0	0	7	78	1	11	1	11	550	16	9	69	13	9	549	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	83	0	0	5	100	0	0	0	0	553	78	0	86	14	0	550						
B.	17	0	0	0	0	1	100	0	0	540	22	0	0	100	0	538						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
 N = Number